

# 4th Reading Workshop Unit 3: Reading History: The American Revolution (Weeks 20-24)

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **9 Weeks**  
Status: **Published**

## **Unit 3 Reading History: The American Revolution**

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### Unit Rationale

Read the newspaper today. Each issue that appears on the front page today has a backstory, and in the United States, that backstory usually involves the issues that were there at America's inception. To whom, and for what, do we pay taxes? Who gets to make the decisions that affect our lives? Are the voices of ordinary people being heard? Liberty for what and for whom? What is worth dying for?

This is a unit about the American Revolution and the beginnings of this country. It's a unit about the Sons of Liberty and the two lanterns that signaled to Paul Revere from the steeple of the Old North Church ("one if by land, two if by sea") and the rides through the countryside that William Dawes and Dr. Samuel Prescott made (not just Paul Revere, after all, and that's part of the story, too). It's a unit about the Minutemen and the Boston Massacre, which wasn't necessarily such a massacre at all, and the Constitutional Convention, complete with the debates over whether to break free from the mother country.

But, actually, if you are teaching this unit in Singapore or Finland or Chile, or if you are teaching from a state that teaches the American Revolution in fifth grade and not in fourth, you could shake loose from this particular content, and the unit would still stand as a unit on researching history. It is also the second of two nonfiction reading units for fourth grade, and as such, it is a unit that moves fourth-graders along on a very ambitious trajectory of skill development

The unit is written to complement Bringing History to Life, the unit from Units of Study in Opinion, Information, and Narrative Writing that helps students write information texts on the American Revolution. The expectation is that you will start this unit a few days before you start the writing unit, and although there are almost no references to the other books within these units, the units on writing and in reading will support each other nicely.

This unit builds upon the work of the first fourth-grade nonfiction unit, Reading the Weather, Reading the World, and guides students on a journey of learning to read like historians. In the first bend, students embark on a research project about the events leading up to the American Revolution. You'll teach them how to begin building their knowledge about the era by reading accessible texts, and you'll show them how researchers pay attention to text structures in order to organize their notes and their thinking. As students narrow their research focus to a subtopic, you'll teach them how to synthesize the new information into what they already know, paying special attention--as historians do--to the people, geography, and chronology of the event they

are studying. You'll introduce your students to primary sources, and teach them strategies for tackling these more difficult texts. By the end of the bend, your students celebrate their new learning by sharing that learning with each other.

Bend II moves the chronology forward to the eve of the American Revolution. Students continue their research in preparation to debate the question of independence from Great Britain. During this bend, you will teach your students that historians learn about multiple points of view in order to gain a more complete picture of events in the past. Your students will prepare to take sides on this great question, with some of them researching the viewpoint of the Patriots and the others researching the Loyalists' perspective. As they gather their evidence and angle it to support their side, your students will hone their skills of supporting a position with reasons and solid evidence. The bend culminates with a reenactment of the Second Continental Congress, with your students debating the heady question of independence for America.

Bend III will take a new turn, as students work in partnerships to begin a new research project, this time on the time period after the Second Continental Congress. After students begin to orient themselves to their new topics by reading accessible texts, you will teach the strategies for tackling the increasingly complex texts that they will encounter. You will teach them to preview and paraphrase, and to study all parts of a text to extract the main ideas. In this bend, vocabulary will have a special emphasis, as you teach students strategies for learning not only the definitions of new domain-specific words, but also how those words are used at a deeper level. As the end of the bend draws near, you will teach students how to draw on their growing body of knowledge to consider new questions and answers about their topic. The unit culminates with a celebration, as students not only reflect on the tremendous learning they have achieved but also think about the big lessons that they can draw from events in the past. Because of the work they have done in this unit, your students will begin to see how the past and the present are connected, and how the past continues to affect us today.

From "An Orientation to Unit," pages vi-xvi, in *Reading History: The American Revolution*.

## **SEL Competencies**

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SEL.PK-12.1	Self-Awareness
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2	Self-Management

SEL.PK-12.2.1	Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
SEL.PK-12.3	Social Awareness
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others’ cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4	Responsible Decision-Making
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one’s actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions
SEL.PK-12.5	Relationship Skills
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed

## **Essential Questions**

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How can readers research history with independence and ownership?

How can readers engage in debates by grounding their arguments in research?

How can readers of history read complex texts by thinking critically and strategically?

## **21st Century Life and Career**

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

## **Pre-Assessments**

[Units of Study Pre-Assessment](#)

[Sample Student Responses](#)

[Informational Reading Rubric](#)

## **Instructional Plan**

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[Reading History: The American Revolution LUCY](#)

[Reading History: The American Revolution CAR](#)

[Elementary Balanced Literacy Drive](#)

## **Research**

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### **WALTS**

We are learning to take responsibility for reading lots of within-reach books.

We are learning to use partners and learning progressions to lift the level of their work.

### **I Can Statements**

I can read lots of books on my level.

I can read with stamina.

I can use learning progressions to meet the expectations of 4th Grade.

### **Instructional Strategies and Activities**

Talk Between and Across

Provide background knowledge

Direct Instruction

Gradual release

Video instruction

Whole class reading

Independent reading

Group work

Video Analysis

Questioning

Cooperative Learning

### **Formative Assessments**

Entrance/Exit slips

Reading checks/quizzes

Student conferences

Class discussions

Observation

Turn and talks

Active reading logs/journals

Open Ended Question

### **Instructional Materials and Resources**

Heinemann Resources

Jeniffer Servallo Texts and Resources

Fountas and Pinnell Guided Reading

Scholastic Resources

BrainPop

Elementary Balanced Literacy Drive

### **Debate**

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#### **WALTS**

We are learning to recognize different perspectives.

We are learning to find an angle with evidence to support their claim.

We are learning to engage in debates by grounding their arguments in research.

### **I Can Statements**

I can remember and consider that the viewpoint of an author or character impacts the story.

I can look at both sides of an issue when supporting an argument.

I can debate about a topic using my research and knowledge.

### **Instructional Strategies and Activities**

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## **Think Critically**

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### **WALTS**

We are learning to read complex texts by thinking critically and strategically.

We are learning to build prior knowledge to make texts accessible.

We are learning to question and hypothesize to reach deeper conclusions.

We are learning to develop a richer conceptual knowledge of key vocabulary.

### **I Can Statements**

I can read challenging texts about The American Revolution.

I can use my basic knowledge to help me understand more complex texts on the same topic.

I can ask questions and make educated guesses to help draw conclusions.

I can improve my vocabulary on a topic by using resources to figure out new and unfamiliar words.

## **Instructional Strategies and Activities**

Talk Between and Across

Provide background knowledge

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Gradual release

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Whole class reading

Independent reading

Group work

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Questioning

Cooperative Learning

## **Formative Assessments**

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## **Modifications and/or Accommodations**

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### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

#### **English Language Learners**

**Native language support:** The teacher provides auditory or written content to students in their native language.

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

#### **Special Education Students**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature

circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## **Students with 504 Plans**

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## **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## **Students at Risk of School Failure**

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

## **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy**

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See Crosswalks

## **New Jersey Student Learning Standards: Content Area**

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ELA.L	Language
ELA.L.RF	Foundational Skills: Reading Language Phonics and Word Recognition
ELA.L.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. Fluency
ELA.L.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.

ELA.L.RF.4.4.A	Read grade-level text with purpose and understanding.
ELA.L.RF.4.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
ELA.L.RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELA.L.KL.4.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
ELA.L.KL.4.1.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
ELA.L.KL.4.1.D	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
ELA.L.VL.4.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
ELA.L.VL.4.2.A	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
ELA.L.VL.4.2.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
ELA.L.VL.4.2.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
ELA.L.VI.4.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
ELA.L.VI.4.3.A	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
ELA.L.VI.4.3.B	Determine the meaning of words and phrases that allude to significant characters found in literature.
ELA.L.VI.4.3.C	Recognize and explain the meaning of common idioms, adages, and proverbs.
ELA.L.VI.4.3.D	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
ELA.RL.CR.4.1	Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RI.CR.4.1	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RL.CI.4.2	Summarize a literary text and interpret the author's theme citing key details from the text.
ELA.RI.CI.4.2	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
ELA.RL.IT.4.3	Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
ELA.RI.IT.4.3	Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
ELA.RL.TS.4.4	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
ELA.RL.PP.4.5	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
ELA.RI.PP.4.5	Compare and contrast multiple accounts of the same event or topic; noting important

	similarities and differences in the point of view they represent.
ELA.RL.MF.4.6	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
ELA.RI.MF.4.6	Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
ELA.RI.AA.4.7	Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
ELA.RI.CT.4.8	Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.
ELA.SL.PE.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
ELA.SL.PE.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
ELA.SL.PE.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
ELA.SL.PE.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
ELA.SL.PE.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
ELA.SL.II.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
ELA.SL.PI.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
ELA.SL.UM.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
ELA.SL.AS.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

## **Integration of Career Readiness. Life Literacies and Key Skills**

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TECH.9.4.5.CI	Creativity and Innovation
TECH.9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
TECH.9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.9.4.5.CT	Critical Thinking and Problem-solving
TECH.9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
TECH.9.4.5.GCA	Global and Cultural Awareness
TECH.9.4.5.IML	Information and Media Literacy

Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.

Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.

Collaborating digitally as a team can often develop a better artifact than an individual working alone.

Different digital tools have different purposes.

Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source.

## **Integration of Computer Science and Design Thinking**

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CS.3-5.IC	Impacts of Computing
CS.3-5.ITH	Interaction of Technology and Humans
	Data can be organized, displayed, and presented to highlight relationships.

## **Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math**

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ELA.L.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.  History, Culture, and Perspectives: Understanding Perspectives
SOC.6.1.5.HistoryUP.1	Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.  Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.